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ABSTRACT

A professor involved in the HELDS project (Higher Education for Learning Disabled Students) discusses changes in a psychology course on courtship and marriage to accommodate LD students. Requirements, assignments, and expectations are outlined for in-class as well as out-of-class activities. The course, it is explained, focuses on information, feelings and values, and experiential learning. Features of the course intended to accommodate a variety of student needs include the personally relevant nature of the work, the relaxed classroom environment, and the flexibility in assignment due dates. Among appended material are suggested activities for small group work, a course syllabus, and sample assignments. (CL)

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A HUMANISTIC APPROACH TO THE TEACHING OF COURTSHIP AND MARRIAGE

By
William Owen Dugmore

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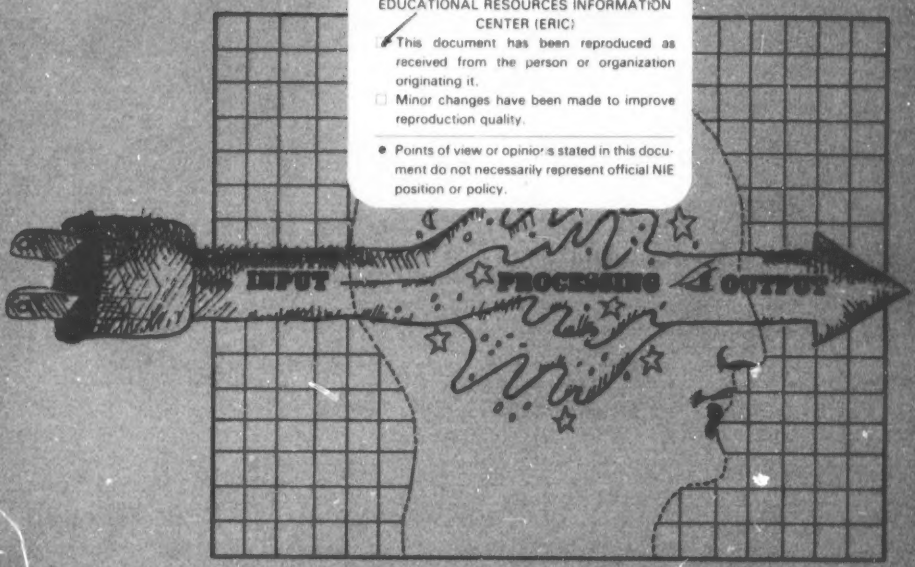

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THE HELDS PROJECT SERIES
CENTRAL WASHINGTON UNIVERSITY

2

A HUMANISTIC APPROACH TO THE TEACHING OF COURTSHIP AND MARRIAGE

Alternative Techniques for Teaching Courtship and Marriage to Learning Disabled Students in the University

by
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HELDS Project
(Higher Education for
Learning Disabled Students)

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Central Washington University
Ellensburg, Washington
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THE HELDS PROJECT AT CENTRAL WASHINGTON UNIVERSITY

The acronym HELDS stands for Higher Education for Learning Disabled Students. It represents a model program funded for three years (1980-1983) by the Fund for the Improvement of Post Secondary Education (FIPSE), a division of the Department of Education. This project was funded as a model for other colleges and universities that are preparing to provide equal academic access for the learning disabled students.

Project HELDS had three major focuses. The first was to provide such access for the learning disabled student under Section 504 of the Rehabilitation Act of 1973. This we did for learning disabled students, most of whom were admitted without modified requirements to Central Washington University. These students were not provided remedial classes. They were enrolled in classes with other college students. The help that we gave was habilitative, rather than remedial, teaching them how to compensate for their weaknesses.

The habilitative training began with identification of those who were learning disabled and included, but was not limited to, such support services as taped textbooks (provided through the services of our Handicapped Student Services Coordinator), readers, writers for tests, extended time for tests, pre-registration with advising to ensure a balanced schedule, the teaching of study skills and tutoring by tutors from the campus-wide tutoring program who were especially trained to tutor learning disabled students.

The second focus of the project was to give a core of twenty faculty teaching classes in the basic and breadth areas a sensitivity to the characteristics of students who were learning disabled so that they could modify their teaching techniques to include the use of more than one modality. This ensured an academic environment conducive to learning for the LD. The faculty members participated in monthly sessions which featured experts in the field of learning disabilities, and in the area of the law (Section 504) that deals with the handicapped student and higher education. There were several sessions in which Central Washington University graduates and currently enrolled LD students shared their viewpoints and experiences with the faculty members. As a result of this some faculty members used the students as resource people in developing curricula for their various disciplines published in this series.

The third focus of the project was to make the university community aware of the characteristics of learning disabilities and of the program at Central. It also sought to encourage other colleges and universities to initiate such programs.

WHAT IS A LEARNING DISABLED STUDENT?

People with learning disabilities have handicaps that are invisible. Their disability is made up of multiple symptoms that have been with them since childhood. Many of them have been described as "dyslexics," but if they are categorized as dyslexic, this will be only one of their many symptoms, as a sore throat is only one of the many symptoms of a cold.

Three concise descriptions of the learning disabled children are provided in Hallahan and Kauffman:

"The National Advisory Committee on Handicapped Children (1968) proposed the following definition, which was adopted by the 91st Congress:

> Children with special disabilities exhibit a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written thinking, talking, reading, writing, spelling, or arithmetic. They include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, etc. They do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, emotional disturbance, or to environmental disadvantage.

Task Force II of a national project (Minimal Brain Dysfunction in Children: Educational, Medical and Health Related Services, Phase Two of a Three-Phase Project, 1969) wrote the following two definitions:

> Children with learning disabilities are those (1) who have educationally significant discrepancies among their sensory-motor, perceptual, cognitive, academic, or related developmental levels which interfere with the performance of educational tasks; (2) who may or may not show demonstrable deviation in central nervous system functioning; and (3) whose disabilities are not secondary to general mental retardation, sensory deprivation or serious emotional disturbance.
>
> Children with learning disabilities are those (1) who manifest an educationally significant discrepancy between estimated academic potential and actual level of academic potential and actual level of academic functioning as related to dysfunctioning in the learning process; (2) who may or may not show

> demonstrable deviation in central nervous system functioning; and (3) whose disabilities are not secondary to general mental retardation, cultural, sensory and/or educational deprivation or environmentally produced serious emotional disturbance.[1]

Although the preceding definitions are concerned with children, the President's Committee on Employment of the Handicapped, in their booklet *Learning Disability: Not just a Problem Children Outgrow*, discusses LD adults who have the same symptoms they had as children. The Department of Education (Reference Hallahan & Kauffman) says that two to three percent of the total public school population are identified as learning disabled and that there are over fifteen million unidentified LD adults in the United States, acknowledging, of course, that people with this problem are not restricted to the United States but are found all over the world.

We know that many learning disabled persons have average or above average intelligence and we know that many of these are gifted. In their company are such famous gifted people as Nelson Rockefeller, Albert Einstein, Leonardo da Vinci, Thomas Edison, Hans Christian Anderson, Auguste Rodin, William Butler Yeats, and Gustave Flaubert.

The causes of learning disabilities are not known, but in our project each of our identified learning disabled students shows either an unusual pregnancy (trauma at birth, such as delayed delivery, prolonged or difficult delivery) or premature birth. They oftentimes have a genetic family history of similar learning disability problems.

An exerpt from my *Criterion and Behavioral Checklist for Adults With Specific Learning Disabilities* has been included as Appendix A.

/s/ MCS
6 June 1982
Ellensburg, Washington

[1]Daniel P. Hallahan and James M. Kauffman *Exceptional Children* (Englewood Cliffs, New Jersey: Prentice-Hall, 1978), pp. 121-122.

I. INTRODUCTION

I have been encouraged by the HELDS project to look closely at my course — Psychology/Home Economics 235, Courtship and Marriage — and to try to see it more than ever before from the disabled learner's point of view. The HELDS experience has helped me to become more aware of a type of student I had previously only rather vaguely wondered about and tried, I think without much hope, to accommodate. I had heard of dyslexia, puzzled over it, and wondered whether dyslexic students really had a place in college.

Now, largely as a result of the HELDS program, I have much greater confidence that the development of learning disabled (LD) students really is possible and that there really is something I can do to help. I am convinced that the progress of learning-disabled students is very much dependent upon good student-teacher relationships, more so than for normal students, and that anything I can do to let them know of my interest and understanding of their problem pays off greatly. I am continually inviting my students, learning disabled or not, to meet with me to let me know who they are and what they need. Usually this means I have to take the initiative and make appointments with them. Students are occasionally shy about such contacts but always seem relieved and grateful when they begin to sense I am sincere.

I am often amazed at the degree of motivation most of the learning disabled students show, and I cannot help respecting the perseverance and sheer tenacity, in many cases, that have brought them to the university. I like working with such students, and HELDS has provided me with a deeper, more informed way of looking at learning disabilities.

If I were to verbalize my present attitude toward learning disabled students, it would be something like this: If they can't read it, tape it. If they can't write it, allow them to talk or to use a secretary. Let them use whatever helps they need. Offer them multiple-choice tests. Above all, keep them exposed to positive classroom experiences and make the most of their plentiful assets.

With respect to course material and presentation, I have, with HELDS encouragement, given myself permission to become more and more innovative, less and less the lecturer. Departures from the traditional lecture mode have been refreshing for me and beneficial, I believe,to the majority of students in my course. In the following pages, I have tried to spell out specifically my notion of, and attempts at, a "workshop" atmosphere, stressing student-teacher and student-student interaction and reflecting my readiness to make any allowances for student differences without damaging course integrity or giving an unfair edge to any student in the class. I regard the present description of my course as tentative. I have chosen to present it in outline form because I can visualize it better that way as something still in process, with its structure and content immediately available for reconsideration and revision and the relationship among its parts clearly apparent.

The main features of the course, then, have been designed with learning disabled students very much in mind, inspired by the HELDS project and the confidence and encouragement of its director, Mrs. Myrtle Clyde-Snyder. However, my principal colleagues in the quest for better teaching ideas and techniques have been the learning disabled students I have become acquainted with. To a great extent, the course description and outline presented here represent the results of our joint efforts thus far. At least five learning disabled students have become not only influential advisers but also friends. I remember them here with gratitude and affection:

Jack, a geologist currently employed by the federal government, used to amaze me with his almost perfect recall of everything he had heard in class and his impressively detailed and organized oral reports.

Tim, a juggler-unicyclist-mime-photographer-balloon sculptor-magician, who taught most of Beck Hall how to juggle and ride a high unicycle. He was a dependable, compassionate, effective facilitator of class discussions. He failed to achieve a sufficiently high grade point average to remain in school largely because he could not restrain his urge to "put on a show," spending final-exam week in grease paint doing mime at local restaurants.

Mike, one of most effective and diligent group leaders in my psychology of adjustment course. At the age of 20, he discovered he had been misspelling his name all his life — "Micheal" instead of Michael — and decided he would keep it that way. He is doing well in school.

David, bronc-rider and artist and an excellent person to have in a task group because he can reconcile diverse points of view and keep discussions on target. He is very highly motivated and doing well in school.

Ken an ingratiating, very articulate, dead honest special-education major and one of the hardest-working students I have ever met. His innate understanding of people and his sense of humor made him ideally suited for the role-playing activities described in my syllabus. He is doing very well in school.

As further introduction to the following pages, I would like to say a few things about myself and my course.

I am a counseling psychologist, a member of the Counseling Center staff and guest instructor in the Psychology Department.

Psychology 235, also listed as Home Economics 235, Courtship and Marriage, is a sophomore-level course accepted by Central Washington University as satisfying part of the general-education requirement in social and behavioral sciences. It carries three credit hours, and class meets for 50 minutes three times a week.

My sections of Psychology 235 typically enroll between 60 and 90 students a quarter, mainly freshmen and sophomores and mainly women.

I view the course as having an integrated three-part character:

1. Data, information, facts, and ideas — involving comprehending the text material and demonstrating it on tests.

2. Feelings and values — involving the kind of person-to-person interaction that produces and enhances the choosing-prizing-acting of the valuation process.

3. Things to do or to try out — involving applying current psychological prescriptions for the building and improving of affectional relationships.

II. REQUIREMENTS, ASSIGNMENTS, AND EXPECTATIONS (IN CLASS)

I. In-class activities aim to provide a forum for facts, feelings, and personal experiences. What is done in class assumes assigned reading has been completed and tries for activity and personal involvement beyond that of just reading, listening, and note-taking. Text material provides the issues and topics for class activity. Students are expected to attend all class meetings ready to speak up, discuss, and, in general, take part in:

   A. Interactive lectures — conversations between students and instructors on topics from reading such as:
      1. Why have sexual intercourse?
      2. Can marital happiness be predicted?
      3. Would you marry a person who...?
      4. Myths of marriage
      5. Goals for a marriage

   B. Role-playing — students and instructor playing the parts of people involved in common interpersonal situations, such as:
      1. "My girl friend says we're too close. She says she wants free time to mingle with other people and get to know other guys."
      2. "Mom and Dad, I just wanted you to know that my girl friend and I are going to live together when school is out in June."
      3. "These are the vows and promises I plan to make to you when we have our wedding: ...."

C. Panel-discussions — four or five students occupying the instructor's usual place before the class, while the instructor sits with the class interviewing the panel on such topics as:

1. A film that has just been viewed
2. What do you mean by "love?"
3. What does a man (woman) expect from a woman (man) he (she) goes out with?
4. What makes a man a "man?" A woman a "woman?"
5. "My parents are divorcing. Shall I drop out of school to try to patch it up?"

D. Small groups — the class, divided into small groups (seven or eight to a group), discuss a series of questions, usually ones that have been raised by the students themselves, on such topics as dating and sexual behavior. (A copy of a typical question sheet is shown in Appendix B-1) At the end of the period, each group files a report with the instructor. This report summarizes the group's work and contains each member's assessment of the group's character and accomplishment. (A copy of a typical report sheet is shown in Appendix B-2.)

E. Interviewing guests invited to class to share a particular point of view or experience. Such guests usually include a happily-married couple, a recently-divorced person, a middle-aged single person, a minister, and a gay person.

F. Viewing and discussing films dealing with a variety of appropriate subject matter, such as:

1. Sex roles
2. Sexual response
3. Unmarried cohabitation
4. Having, or not having, children
5. Divorce

(A typical list of films appears in the Bibliography.)

G. Short weekly tests to monitor the assigned reading for the week

1. Items are usually true-false.
2. Oral administration may be requested.
3. Correct answers are discussed after papers have been handed in.

H. Full-period examinations

1. Mid-quarter examination
    a. There are 70-80 multiple-choice items.
    b. Dictionaries are permitted.
    c. Oral administration may be requested.
    d. Corrected examinations are inspected by the students and discussed the next period.
2. Final examination

    Same type and procedure as for the mid-quarter examination

I. Brief "practice examinations"

1. Several items representative of those on the mid-quarter and final examinations are administered, scored, and discussed a period or two before the actual exam.
2. Grades are not recorded.

III. REQUIREMENTS, ASSIGNMENTS, AND EXPECTATIONS (OUT OF CLASS)

I. Reading and studying the textbook is the principal out-of-class assignment involving the learning of facts and information.

A. At the first class period, students are provided a dittoed sheet on which the reading assignments for the entire quarter are scheduled by chapter and date. (This is part of the basic course syllabus described in Appendix C.)

B. At the first class period, students are also given dittoed sheets containing questions on each chapter of the assigned reading. These questions, some 12-15 per chapter, are presented as a guide to studying and reviewing the chapters. Students are shown how to use them and are urged to use them, but they are not required to hand in answers. (A copy of the study-review questions for the first seven chapters of the textbook is shown in Appendix D.)

1. The survey-question-read-recite-review-method of study is explained and illustrated, using the questions.
2. Throughout the quarter, students are continually invited, urged, prodded, challenged to ask their own questions about the text material.

II. Students are required to participate with a partner of their own choice, outside of class, in a series of simple exercises employing the

best current knowledge about building, maintaining, and improving close personal relationships. This is the principal out-of-class "things-to-try-out" (or lab) assignment.

A. This part of the course is called "Improving a Relationship — A Home Workshop," or, more briefly, "Home Workshop."

B. The objective of the workshop exercises is the achievement of a keen personal awareness of the attitudes and behaviors affecting intimate relationships and the improvement of skills in their practice.

C. The exercises are, for the most part, adapted from Lederer's *Marital Choices* (1981) and include:

1. A partnership inventory
2. The cherishing days exercise
3. The art of asking questions
4. Body language exercises
5. The red and white bean exercise
6. Some good questions to ask and to answer before marrying.

D. Instructions to the class:

1. Find a partner with whom you can do the exercises — ideally, someone with whom you would like a better relationship, but, at least, someone who will not mind working with you and will be available throughout the quarter.
2. Keep a notebook, doing any paper work the exercises require and writing down your observations, feelings, experiences, and questions as you go along.
3. At the end of the course, hand in a two-page summary of your notebook.
4. You will also be asked to rate the quality of your participation in the exercises.

E. Specific directions for each exercise are distributed on dittoed sheets to the class, and the instructor reads them to the class, explaining, giving examples, and answering questions.

F. The home workshop assignments are made in the first twenty minutes of class the first period each week. Previous assignments are discussed, questions answered, encouragement offered, praise given, suggestions made, examples and illustrations contrived as needed.

III. The principal out-of-class assignment involving values-clarifying thinking are the papers:

A. A four-or five-page typewritten, double-spaced essay on "What I Have Learned About Marriage From My Parents"

1. Each student is given a dittoed sheet explaining the assignment, giving examples of the topics which might be covered, telling the date it is due, and encouraging the student to deal with the topic in the way that allows most honesty and expression of feeling. (A copy of this assignment sheet is shown in Appendix E-1.)
2. Each student is given a dittoed rating form which serves as the cover-sheet for the paper and on which the student evaluates his/her paper and the effort that produced it. (A copy of this rating form is shown in Appendix E-2.)

B. Weekly or bi-weekly one-page opinion papers which deal with any topic that seems to stir the class, such as:

1. Unmarried parents
2. Going out together as a "contract" — the guy provides food, entertainment, transportation, and the girl provides ....
3. Marriage vows

IV. SUGGESTIONS, COMMENTS, AND FINDINGS

I. I do not regard Psychology 235, Courtship & Marriage, as a traditional, formal lecture course, but more as a workshop with much personal interaction and dialogue.

A. A course the principal subject matter of which is human relationships suggests trying to create a classroom atmosphere conducive to the modeling and facilitating of behavior that emphasizes honesty, responsiveness to needs and feelings, informal and comfortable conversation, and genuine respect for differences.

B. This is helped along by anything that can be done to bring about a sense of closeness and concern between teacher and students and between students and students, such as:

1. Readiness to regard people in a favorable light and the classroom as other than an arena for the contest of adversaries

2. Ability to feel and to convey a desire to understand and to be understood, believing that questions are good, repeating statements is good, giving many examples is good
3. Willingness to listen actively and deeply
4. Joy in the give-and-take of enthusiastic exchange of views and feelings

II. Features of the course which seem to accommodate a variety of student needs are:

A. A number of different kinds of assignments and activities
B. The "applied," personally-relevant nature of the work
C. The relaxed, informal, friendly, tolerant atmosphere of the classroom
D. The expectation and the modeling of behaviors conveying respect for differences among people
E. The setting of assignment due-dates, but allowing them to be negotiable in special cases
F. The arranging for oral work on tests and papers where written work might well misrepresent what the student can do
G. The conducting of the "business" of the course and the individual class meetings in a thoroughly prepared, orderly, and systematic way — making assignments, giving directions, administering and processing examinations, and reading and evaluating papers
H. Providing dittoed assignment sheets and reading them over with the class, explaining, illustrating and amplifying
I. Allowing much opportunity for oral expression
J. Repeating important directions and instructions
K. "Pacing" students through the quarter by frequently reminding them of assignments and deadlines
L. Having available audio-tapes of the textbook

III. In general, every effort is made to satisfy the special needs of any student as long as course standards are not impaired and other students are not placed at a disadvantage.

A. This might well require the services of agencies such as the Educational Opportunities Program and Handicapped Student Services
B. Whatever special requirements the student might have are always examined and addressed under his guidance and direction.

IV. Although I have serious doubts about the general effectiveness of any class with an enrollment of more than 30 students, and, maybe, even 20 where there are students with exceptional needs, student evaluations of the course are positive and encouraging.

A. Most students describe the course as "very informative and interesting," "helpful," "fun," "enjoyable," and "useful."

B. Many report that their own intimate relationships have either improved substantially or have come to be seen, as a result of the course, as not worth working at any more.

C. One enthusiastic student told me recently, "I've never learned so much in such a short time. I enjoyed the course, and I like myself and the world a little better now."

V. SUMMARY

I. Psychology 235 (Home Economics 235), Courtship & Marriage, is a three-credit-hour general education course at C.W.U.

A. Most students in the course are freshmen and sophomores.

B. Total enrollment is usually 60-90 students per section.

II. In-class work aims at having a distinctly "workshop" character, with much time given to the examination of personal experience, feelings, observations, and everyday life through

A. Question and answers

B. Discussion

C. Values clarification

D. Tasks and projects

III. Out-of-class assignments require that students

A. Study the textbook

B. Participate in a series of "home-workshop" exercises aimed at improving intimate relationships

C. Write papers on various topics of interest, the chief of which is a four-page essay on "What I Have Learned About Marriage from My Parents"

IV. Personal contact is encouraged between the students and the instructor.

A. Problems and special needs are identified, and

B. Whatever special help is required for success in the course is arranged between student and instructor.

V. Some specific suggestions are made as to how the instructor tries to help everyone, including himself, learn and succeed in the course.

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APPENDIX A

Criterion and Behavioral Checklist for Adults with Specific Learning Disabilities

1. Short attention span.

2. Restlessness.

3. Distractability. (The student seems especially sensitive to sounds or visual stimuli and has difficulty ignoring them while studying.)

4. Poor motor coordination. (This may be seen as clumsiness.)

5. Impulsivity. (Responding without thinking.)

6. Perseveration. (The student tends to do or say things over and over. Mechanism that says "finished" does not work well.)

7. Handwriting is poor. (Letters will not be well formed, spacing between words and letters will be inconsistent, writing will have an extreme up or down slant on unlined page.)

8. Spelling is consistently inconsistent.

9. Inaccurate copying. (The student has difficulty copying things from the chalkboard and from textbooks; for instance, math problems may be off by one or two numbers that have been copied incorrectly or out of sequence.)

10. Can express self well orally but fails badly when doing so in writing. In a few cases the reverse is true.

11. Frequently misunderstands what someone is saying. (For instance, a student may say, "What?", and then may or may not answer appropriately before someone has a chance to repeat what was said previously.)

12. Marked discrepancy between what student is able to understand when listening or reading.

13. Has trouble with variant word meanings and figurative language.

14. Has problems structuring (organizing) time -- The person is frequently late to class and appointments; seems to have no "sense of how long a "few minutes" is opposed to an hour; has trouble pacing self during tests.

15. Has problems structuring (organizing) space -- The student may have difficulty concentrating on work when in a large, open area -- even when it's quiet; may over or under-reach when trying to put something on a shelf (depth perception).

16. Has difficulty spacing an assignment on a page, e.g., math problems are crowded together.

17. Thoughts -- ideas wander and/or are incomplete in spoken and written language. Student may also have difficulty sequencing ideas.

18. Sounds -- A student's hearing acuity may be excellent, but when his brain processes the sounds used in words, the sequence of sounds may be out of order: e.g., the student hears "aminal" instead of "animal" and may say and/or write the "aminal."

19. Visual selectivity -- May have 20/20 vision but when brain processes visual information, e.g., pictures, graphs, words, numbers, student may be unable to focus visual attention selectively; in other words, everything from a flyspeck to a key word in a title has equal claim on attention.

20. Word retrieval problems -- the student has difficulty recalling words that have been learned.

21. Misunderstands non-verbal information, such as facial expressions or gestures.

22. Very slow worker -- but may be extremely accurate.

23. Very fast worker -- but makes many errors and tends to leave out items.

24. Visual images -- Has 20/20 vision but may see things out of sequence, e.g., "frist" for "first," "961" for "691." Or, a student may see words or letters as if they are turned around or upside down: e.g., "cug" for "cup" or "dub" for "bud," or "9" for "L" for "7," etc.

25. Makes literal interpretations. You will have to have them give you feedback on verbal directions, etc.

26. Judges books by their thickness because of frustration when learning to read.

27. Has mixed dominance: e.g., student may be right handed and left eyed.

28. Moodiness -- Quick tempered, frustration.

29. Cannot look people in the eyes and feels uncomfortable when talking to others.

30. Has trouble answering yes or no to questions.

Students with specific learning disabilities which affect their performance in math generally fall into two groups:

1. Those students whose language processing (input and output) and/or reading abilities are impaired. These students will have great difficulty doing word problems; however, if the problems are read to them, they will be able to do them.

2. Those students whose abilities necessary to do quantitative thinking are impaired. These students often have one or more problems such as the following:

A. Difficulty in visual-spatial organization and in integrating nonverbal material. For example, a student with this kind of problem will have trouble estimating distances, distinguishing differences in amounts, sizes, shapes, and lengths. Student may also have trouble looking at groups of objects and telling what contains the greater amount. This student frequently has trouble organizing and sequencing material meaningfully on a page.

B. Difficulty in integrating kinesthetic processes. For example, a student will be inaccurate in copying problems from a textbook or chalkboard onto a piece of paper. The numbers may be out of sequence or the wrong numbers (e.g., copying "6" for "5"). Problems may be out of alignment on the paper. Graph paper is a must for them.

C. Difficulty in visually processing information. Numbers will be misperceived: "6" and "9," "3" and "8" and "9" are often confused. The student may also have trouble revisualizing. i.e., calling up the visual memory of what a number looks like or how a problem should be laid out on a page.

D. Poor sense of time and direction. Usually, students in the second group have the auditory and/or kinesethic as their strongest learning channels. They need to use manipulative materials accompanied by oral explanations from the instructor. They often need to have many experiences with concrete materials before they can move on successfully to the abstract and symbolic level of numbers.

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APPENDIX B-1

SUGGESTIONS: For a good discussion — *Listen* without interrupting. *Help* each person say what he/she wants to say. *Try not to dominate* the group. *Encourage* everyone to take part. *Do not condemn or judge or label* persons for their opinions. Try to understand.

DIRECTIONS:

1. Learn the names of the people in the group.
2. Choose a question from this list you would like the group to discuss.
3. Listen actively.
4. If there is time, choose another question & discuss it.
5. Be as thoughtfully honest as you can in sharing & in listening.
6. Please fill out the GROUP REPORT sheet at the end of the session and hand it to the instructor.

ITEMS

1. Often guys won't date a girl they already know a little until they've found out much more about her from other people. Why do guys do this?
2. My girl friend's boy friend has made passes at me & at my roommate. My girl friend doesn't know about it. The guy has a "love-em-and-leave-em" reputation. Should I tell my girl friend what's going on?
3. How realistic is it to try to carry on a "long-distance" relationship? (I love my boy friend, but he's there, and I'm here. We're free to date people we're around, and I'm kind of getting attached to one of them.)
4. After dating for three weeks, I'd like a sexual relationship with my girl friend, but she refuses. Should I continue to go out with her?
5. When dating someone on a steady basis, should you try to keep relationships with your other friends at the same level as before?
6. When is it right to begin having a sexual relationship with someone? Who shall I rely on to tell me?
7. Is it possible to be just friends with someone with whom you've once had a deeper, more special relationship? If so, how?

8. "Don't get involved with me!" This is from a guy who is doing all the right things to make me think he really DOES want to get involved. What is going on here?
9. If you're asked out on a date & the person shows up drunk, what should you do?
10. I often feel guys are inspecting me as if I were a piece of meat. Why do guys do that?
11. What do you do when your parents & your friends don't like the person you're dating?
12. Why is going out when you're in college more oriented to sex than it was in high school?
13. I'd like very much to continue going out with Josh but just keep things on a friendship basis — no romantic, "heavy" stuff. How can I do this?
14. What can I do with a guy who is very good looking, courteous, a lot of fun to be with but who never does anything more than hold hands? (I've been going with him for six months.)
15. I've had one date with Tom and really enjoyed his company. How can I make sure he will invite me to go out again?
16. What is the best way to say NO to (a) a request for a date, (b) a request for a kiss, (c) a request for sex?
17. Dave spent a lot of money on our first date. I'm wondering now what Dave has a right to expect from me. Another date? Sex? Reimbursement?
18. How do guys *really* feel about girls asking them for a date? Paying for food & entertainment?

WOD 10/14/81

APPENDIX B-2
GROUP REPORT

Group Number _____
Date of Task _____

MEMBERS OF THE GROUP:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

The task was performed conscientiously by the group.	Each group member had a chance to participate.	Each person was encouraged & aided to help with the task.	Group members really tried to hear & understand one another.	Overall, the group made the task a worthwhile experience.

DIRECTIONS: *Each person in the group is to rate this group* on the five items listed in the upper-right section of this sheet. Using this scale, choose the numeral that expresses your rating of the group:

1 = Very low, or very little
2 = Low, or little
3 = Medium, or some
4 = High, or much
5 = Very high, or very much

Please help your group recorder write a brief summary on the back of this sheet about what the group discussed and what conclusions were drawn.

WOD 10/23/81

APPENDIX C

SYLLABUS

INSTRUCTOR Owen Dugmore Office: Counseling Center
OFFICE HOURS By appointment Phone: 3-1391

OBJECTIVES To examine some of the realities about affectual relationships between men and women before and during marriage.

To develop, within the framework of humanistic psychology, a constructive way of looking at important personal relationships and of living them.

TOPICS

Week	Topic
I.	Love, romantic & other Man-woman relationships
II.	Sex roles Social-class variations
III.	Dating Non-marital sex
IV.	Sexual anatomy & physiology
V.	Mid-quarter examination (Objective format, 70 items)
VI.	Selecting a marriage partner Alternatives to marriage
VII.	Marriage as a rite of passage Interaction in marriage: Roles & conflict
VIII.	Interaction in marriage: Sex Interaction in marriage: Parents & children
IX.	Marriage dissolution The future of marriage
X.	Final examination (Objective format, 80 items, covering material since midquarter)

CLASS FORMAT Class discussion, small-group discussion, films, panels, guest speakers, role-playing, interactive lectures

TESTS Weekly, or bi-weekly, tests of reading preparation
Mid-quarter and final examinations (as described above)

ASSIGNMENTS	Participation in "Improving a Relationship — A Home Workshop"
	Occasional papers on assigned topics
	A four or five-page paper on: "What I Have Learned About Marriage from My Parents"
FINAL GRADE	Attendance-participation-completion of assignments = ⅓
	Performance on tests = ⅔
TEXTBOOK	*Courtship & Marriage in America* by Hoult, Henze & Hudson
OPTIONAL	Participation in a quarter-long small group outside regular class time, aiming at improving interpersonal relationships through improving communications skills, awareness of feelings, assertiveness, honesty, and interpersonal effectiveness.
	Participation as volunteer client in the counselor-training program in the Psychology Department.
	Participation as subject in master's thesis studies in the Psychology Department.

APPENDIX D

Psychology 235 Chapters 1 & 2 Objectives

After reading Chapter 1, students should be able to:

1. Understand that love is a relatively new phenomenon having little to do with marriage in most societies.
2. Identify the positive functions of romantic love.
3. Name three factors most often mentioned in serious discussions of love.
4. Differentiate between Rollo May's five varieties of love.
5. Tell why romantic love is a paradox.
6. Discuss the five myths associated with love.
7. Comprehend what is meant by *triple melting pot.*
8. Indicate the two major sources of the "need for love" belief.
9. Sketch briefly the historical development of romantic ideals.
10. Describe the relationship between self acceptance and love.

11. Discuss the implications of individualism for love, marriage, & the social order.
12. Identify the five institutionalized patterns controlling love relationships.
13. Grasp the classic conflict between sex & love and its implications for societies.
14. Appreciate the advantages of separating sex and love.
15. Sketch briefly the trends in romantic love.

After reading Chapter 2, students should be able to:

1. Identify the functional pre-requisites necessary for group survival.
2. Define courtship and marriage.
3. Understand what is meant by patriarchy and its historical relevance to the family.
4. Compare and contrast the Hebrew, Greek, Roman, Christian, and American families.
5. Understand the significance of the Israelite family.
6. Appreciate the special and changing role of women in the Hebrew, Roman Christian, and American families.
7. Grasp the idea of mate selection as a business transaction.
8. Understand the importance of the *pater familias* in the Roman family.
9. Grasp the meaning of the Christian family.
10. Describe how the colonial family's emphasis on duty & work influenced both the nature & timing of marriage.
11. Tell why the Puritans are described as a lusty lot.
12. Explain why Calvinistic restrictions on courting and sexual activity did not survive.
13. Sketch briefly the impact of technology on the family.
14. Appreciate history's impact on the modern family.
15. Recognize the implications of a husband's economic dependence on his wife's dowry.

After reading Chapter 3, students should be able to:

1. Understand the nature-nurture argument.
2. Differentiate between sex-roles & sexuality.
3. Understand the importance of early experience on lifetime sexual orientation.
4. State the importance of the behavioristic principle.
5. Describe how sex-role preparation begins at birth.

6. Identify the three fundamental conditions for a firm heterosexual orientation.
7. Distinguish between homosexual, bisexual, transexual, and asexual.
8. Define cultural continuity and cultural discontinuity.
9. Tell why cultural discontinuity is deleterious.
10. Briefly sketch the changing roles of women & of men.
11. Differentiate between roles played & roles expected.
12. Understand how roles played & roles expected symbolize a fundamental requirement for marital happiness.

After reading Chapter 4, students should be able to:

1. Understand the importance of the differences between sub-societies.
2. State the importance of social stratification for sub-societal uniqueness.
3. Distinguish between caste & class.
4. Briefly sketch American class stratification.
5. Describe the important characteristics of the lower, middle & upper classes.
6. Discuss the impact of class on courtship & marriage practices such as dating & divorce.
7. Discuss, using Komarovsky's study, the differences between middle & lower class couples.
8. Explain how differences between classes give rise to stereotypes.

After reading Chapter 5, students should be able to:

1. Define dating.
2. Tell why dating is a recent institution or social invention.
3. See how industrialization helped give rise to dating.
4. Briefly discuss dating (or lack of dating) in other cultures.
5. Understand what is meant by the *rating & dating complex.*
6. Describe middle-class dating.
7. See how the principle of least interest applies to dating.
8. Describe how new dating patterns in the 1960's tended to undermine traditional sex roles.
9. Demonstrate that dating is an embryonic institution.
10. Discuss the five main types of dating.
11. List the three S's of steady dating.
12. Discuss the positive and negative functions of dating.
13. Describe the impact of stratification on dating control.

After reading Chapter 6, students should be able to:

1. Briefly sketch the development of Western sexual attitudes.
2. State the importance of the two major & contradictory ideas characteristic of Western sexual attitudes.
3. Identify the roots of Western asceticism.
4. Describe Puritan attitudes toward sex.
5. Describe what is meant by Western sexuality.
6. Compare contemporary sexual attitudes to those in the past.
7. Understand what is meant by "permissiveness with affection."
8. Discuss the importance of the relation between a revolution in attitudes & changes in behavior.
9. Compare & contrast the results of studies on nonmarital sexual behavior.
10. Explain the "petting compromise."
11. Briefly describe the casual orientation towards sex.
12. Discuss the liberal-romantic vs. the radical-recreational sex ethic of contemporary youth.

After reading Chapter 7, students should be able to:

1. Briefly describe the male & female sexual anatomy.
2. Understand the two myths about penis size.
3. Describe the process of spermatogenesis.
4. Describe the menstrual cycle & menopause.
5. Give an example of how sexual response is a function of the circumstances & the individual's definition of the situation.
6. State the importance of the Kinsey studies.
7. Briefly describe the four stages of the physiology of the human sexual response.
8. Understand the vaginal vs. clitoral orgasm controversy.
9. Understand the possible role of aphrodisiacs and anaphrodisiacs in sexual arousal & response.
10. Describe the symptoms of some possible sexual problems.
11. List the three basic ways that conception can be controlled.
12. Understand why rhythm and coitus interruptus are such unreliable means of birth control.
14. Describe the various means of sterilization.
15. Distinguish between abortion & miscarriage.
16. Appreciate the potential harm of abortifacients.

17. Name the various methods of abortion.
18. Know the Supreme Court decision on abortion.

From: Hoult, Henze & Hudson's *Instructor's Manual*
WOD 04/07/80

APPENDIX E-1

Psychology 235 — Winter 1981
Term Paper

Write a good, *personally-important*, four-page paper (typewritten, double-spaced) on the subject, "WHAT I HAVE LEARNED ABOUT MARRIAGE FROM MY PARENTS."

Such learning, of course, would come from your own observations, impressions, and conclusions as well as from specific things your parents might have said about marriage.

Some general topics you might consider in your paper:

Mate Selection
- Complementary needs
- Differences (age, education, race, religion)
- Heterogamy

Entering marriage
- Engagement
- Wedding
- Honeymoon

Marital Adjustment
- Communication
- Companionship
- Decision making
- Expectations & satisfactions
- Love, Jealousy, Sex

Masculine & Feminine Roles
- Authority
- Parenthood
- Home-making
- Sex roles

Combining Work & Marriage

Family Planning

Marital Conflicts
- Areas of disagreement
- Means of resolving conflicts

You may choose to write about any or all of the topics listed here, but remember these are suggested topics only. There are very likely others of equal importance.

YOU MAY ADD ANY ADDITIONAL TOPICS YOU WISH. YOU MAY ALSO REVISE, OR EVEN DISCARD, THE OUTLINE GIVEN HERE.

The purpose of the assignment is not so much to describe your parents' marriage as it is to get you to think honestly, deeply, and intelligently about what it means to be married and what you think you have learned about marriage from your parents.

This paper will be due on Friday, February 27, and will be returned to you no later than Tuesday, March 17 (the day of our final examination).

WOD 01/23/81

APPENDIX E-2

NAME _____

TITLE OF PAPER _____

DATE _____

DIRECTIONS: Please rate your paper by marking the appropriate square:

		VERY POOR	POOR	FAIR	GOOD	VERY GOOD
1.	This paper is well-planned & well-organized	☐	☐	☐	☐	☐
2.	This paper kept my interest while I was planning & writing it.	☐	☐	☐	☐	☐
3.	I was highly motivated to write this paper.	☐	☐	☐	☐	☐
4.	I put much thought into this paper.	☐	☐	☐	☐	☐
5.	I have been honest in saying what I really think & feel.	☐	☐	☐	☐	☐
6.	This paper is satisfying to me.	☐	☐	☐	☐	☐
7.	I judge the over-all quality of this paper to be:	☐	☐	☐	☐	☐

COMMENT: (Say something about *the main value of this paper to you* — its main positive feature, its main negative feature, and any other thoughts or feelings you might have about it.)

WOD 11/06/81

APPENDIX F

Psychology 235
Journal Summary — Improving Relationships (Home Workshop)

DIRECTIONS: Please indicate the level of (a) your performance and (b) your learning by marking the appropriate place of the scale. (If you had no partner with whom to do the exercises, please skip Sections I & II.)

SECTION I.	NONE	LITTLE	SOME	MUCH	VERY MUCH
1. I did the exercises	___	___	___	___	___
2. The quality of my effort in doing the exercises	___	___	___	___	___
3. I kept a journal	___	___	___	___	___
4. The quality of my effort in keeping the journal	___	___	___	___	___
5. The degree of my motivation in the whole workshop	___	___	___	___	___
6. The amount of my total effort	___	___	___	___	___

SECTION II	NONE	LITTLE	SOME	MUCH	VERY MUCH
1. I learned about myself	___	___	___	___	___
2. I learned about my partner	___	___	___	___	___
3. I think our relationship improved	___	___	___	___	___
4. I am likely to continue some of the exercises	___	___	___	___	___
5. In general, I think it was a worthwhile experience	___	___	___	___	___

SECTION III

DIRECTIONS: Please write a summary of what you did with the exercises. Say something about what happened, how you feel about it, what you learned, what seemed to work, what value these exercises might have for the future. (If you need additional space, please attach another page.)

WOD 11/13/81

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